

Name _____

First Grade Homework
For the week of October 7

This packet is due Friday, Oct. 11. The spelling test will be on Friday, Oct. 11.

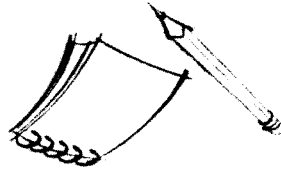
Directions:

1. Read daily for at least 15 minutes and complete the reading log. The weekly fluency can count towards the 15 minutes.
2. Work on the other attached worksheets. Complete at least one math and one language arts page each day.
3. Please have an adult check your work, and have them help you correct any errors.
4. Turn in completed packet on Friday.

My child has completed the homework and we have reviewed it together.

Parent Signature _____

First Grade Spelling Words
Theme 1 Week 5



1. land
2. sand
3. fast
4. past
5. sink
6. sing
7. flip
8. black
9. very
10. use

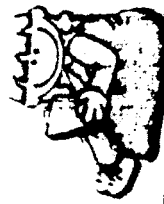
Challenge words:
left
twist



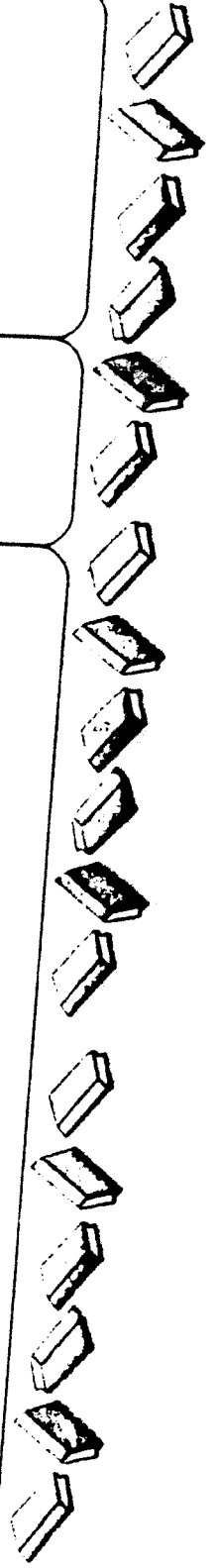
Reading Log

Once upon
a time

Please read with your child for 15 minutes each day



Sample	Book Title	Minutes	Adult Signature
Monday	My Friend Rabbit	15	
Tuesday	Book Title	Minutes	Adult Signature
Wednesday	Book Title	Minutes	Adult Signature
Thursday	Book Title	Minutes	Adult Signature



Spelling Homework

Write your spelling words three times each.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Write your spelling words in ABC order:

Name _____

Practice

Fluency:
Choral Read:
Phrasing

As I read, I will pay attention to the punctuation.

11 There are many kinds of ants. Most ants are small, but
17 some ants are one inch long.
26 Most ants are black. There are yellow, green, and
29 purple ants, too.
40 Some ants live in trees. Some ants make nests in sand.
49 Ants are very, very strong! They can lift things
55 that are bigger than they are.
63 Ants help each other. Some ants make nests,
74 some look for food, and some take care of baby ants.
Look for ants in a park. They are fun to watch! 85

Please practice reading this fluency passage daily. The goal is to be able to read it smoothly without errors. If it is difficult, master a sentence a day. If it is has become easy, just read it once through and then read a book of your choice. This can help count toward the 15 minutes of reading each day.

My child has read this passage each day.

Parent signature _____



A 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.

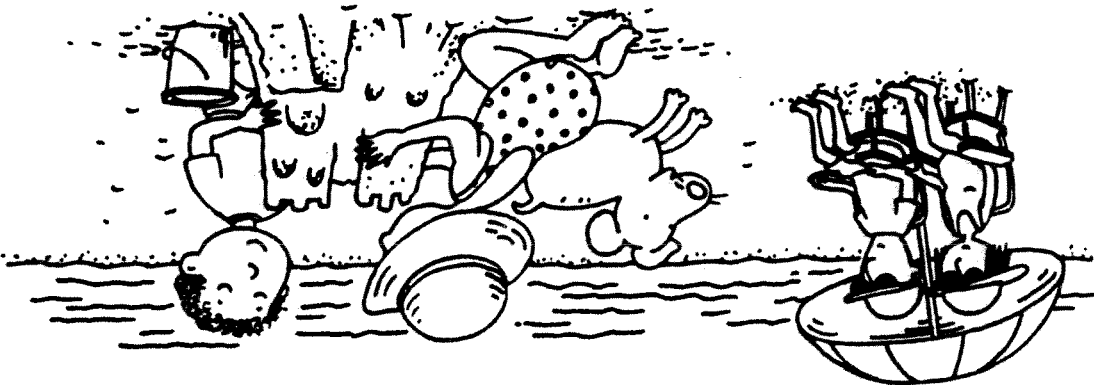
5. Tom and I sa_____ down on a mat.

4. We cannot la_____ in the sun.

3. We look at an a_____ on a rock.

2. I put on my pi_____ hat.

1. Tom and I play in the sa_____.



Read each sentence. Complete each word by writing the missing letter blend. Write nd, st, nt, or nk.

Phonics
End Blends

Practice

Name _____

Name _____

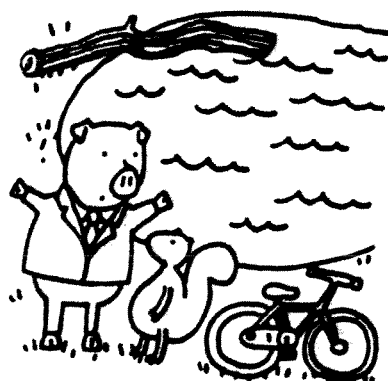
Look at the pictures. Use the words in the box to fill in the missing words in the story. Make up an ending for the story.


help

very

Now

use



Pig and  are _____ sad. They need

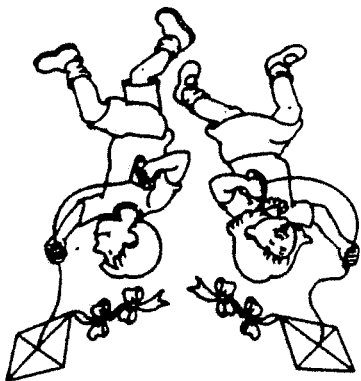
_____. What will they do? They will

_____ the log. Squirrel will ride on top of Pig.

_____ Pig and Squirrel will _____

Name _____

A sentence is a group of words that tells a whole idea. Every sentence begins with a capital letter and ends with a special mark.



**Write each sentence correctly.
Begin with a capital letter.
Add the end mark shown in ().**

1. she can use my help (period)

2. where did it land (question mark)

3. look at it go up (exclamation mark)

4. the wind will help now (period)

To the Teacher: Have children complete the page independently. Then have children generate sentences with the target skill.

Name _____

Practice

Spelling
Words with
End Blends

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- | | | |
|---|------------------------------------|------------------------------------|
| <input checked="" type="radio"/> A. hat | 1. <input type="radio"/> A. lanned | 2. <input type="radio"/> A. passet |
| <input type="radio"/> B. hatt | <input type="radio"/> B. lannd | <input type="radio"/> B. pasd |
| <input type="radio"/> C. haet | <input type="radio"/> C. land | <input type="radio"/> C. past |
| 3. <input type="radio"/> A. sanned | 4. <input type="radio"/> A. fassed | 5. <input type="radio"/> A. sinc |
| <input type="radio"/> B. sand | <input type="radio"/> B. fast | <input type="radio"/> B. sinck |
| <input type="radio"/> C. saned | <input type="radio"/> C. fasd | <input type="radio"/> C. sink |
| 6. <input type="radio"/> A. very | 7. <input type="radio"/> A. singg | 8. <input type="radio"/> A. use |
| <input type="radio"/> B. verry | <input type="radio"/> B. seeng | <input type="radio"/> B. yeuse |
| <input type="radio"/> C. verie | <input type="radio"/> C. sing | <input type="radio"/> C. ews |
| 9. <input type="radio"/> A. leffed | 10. <input type="radio"/> A. twist | |
| <input type="radio"/> B. left | <input type="radio"/> B. tiwst | |
| <input type="radio"/> C. lefted | <input type="radio"/> C. twyst | |



Write C if a sentence is correct. If a sentence is not correct, write the letter or letters to tell how you would make it right.

- (A) Begin with a capital letter.
- (B) Put a special mark at the end.
- (C) Do not change.

1. rick jumps on the mat.

2. Will Pam run fast

3. she can go like the wind

4. Now Sam runs and jumps.

5. did he land in the sand?

6. That was a very good jump!

Go back to the sentences. Circle any letter that should be capital. Put the correct mark at the end.

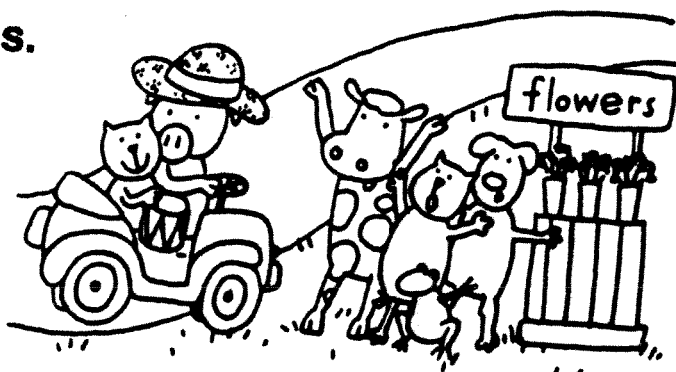
To the Teacher: Have children complete the page independently. Ask children to add to the passage on a separate piece of paper.

Name _____

Practice

Literary Elements
Rhythmic Patterns

Read the silly poem.
Add the rhyming words.
Draw a picture about
the poem.



Milly's Best Day!

1. Silly Milly has a car.

Silly Milly can go _____

2. She rides and rides all day long.

Milly likes to sing a _____

3. Milly sings to Tom the cat.

When Milly sings, Tom can _____

4. Milly and Tom like to play.

They will have a silly _____

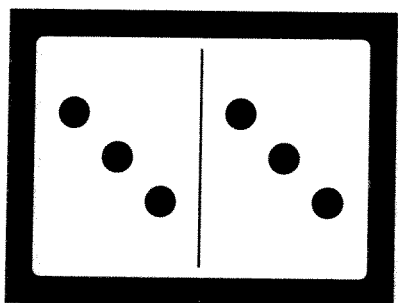
Name _____

Reteaching

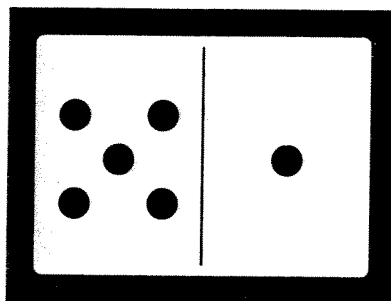
3-1

Making 6 and 7

You can use different ways to make 6.

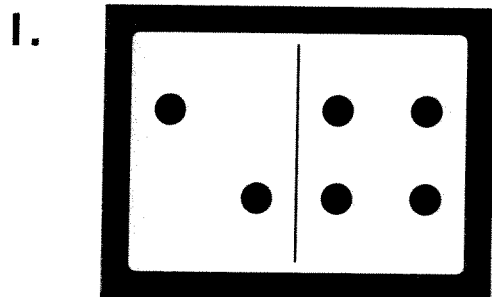


3 and 3

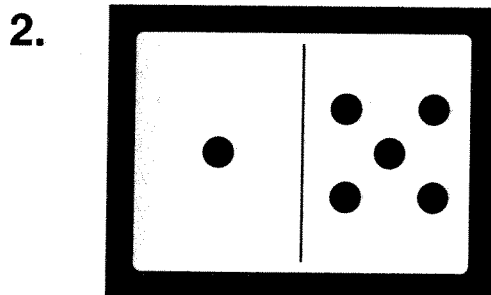


5 and 1

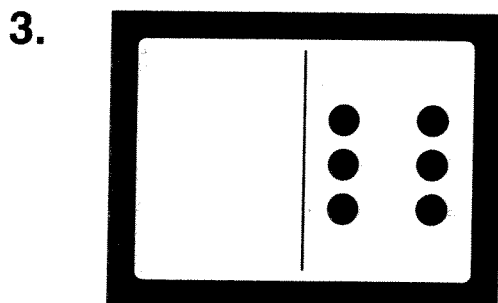
Write the numbers that show ways to make 6.



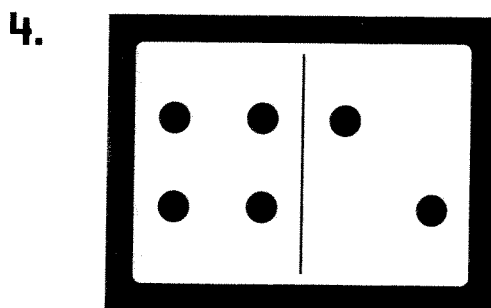
2 and 4



_____ and _____



_____ and _____



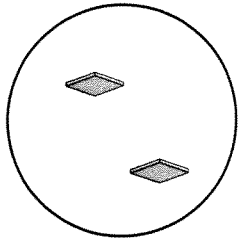
_____ and _____

Name _____

Making 6 and 7

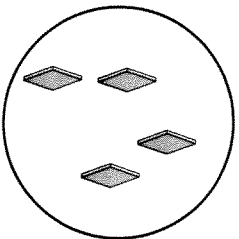
Write the number inside and outside.
Then write the number in all.

1.



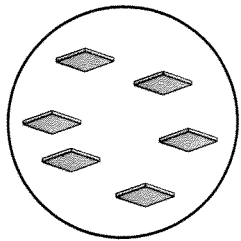
inside _____
outside _____
in all _____

2.



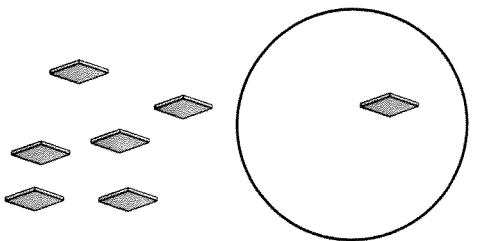
inside _____
outside _____
in all _____

3.



inside _____
outside _____
in all _____

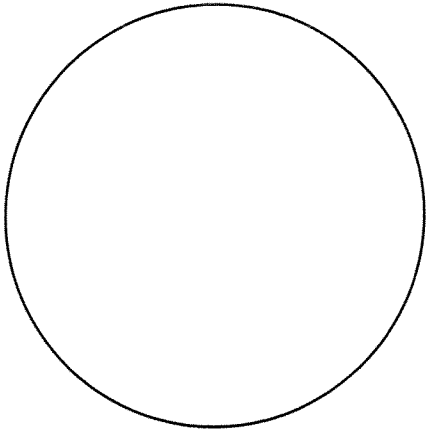
4.



inside _____
outside _____
in all _____

5. Draw 5 tiles inside the circle and 1 tile outside.
Then write how many in all.

in all _____



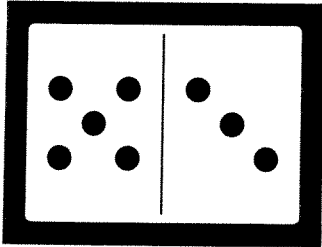
Name _____

Reteaching

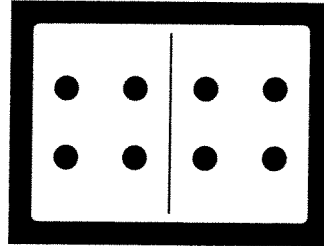
3-2

Making 8

You can use different ways to make 8.



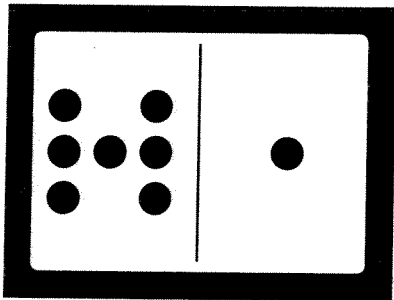
5 and 3



4 and 4

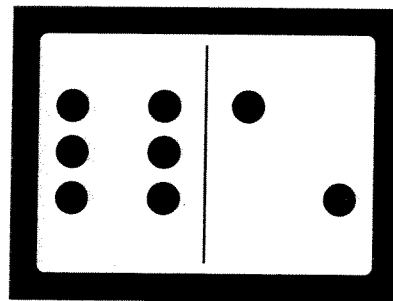
Write the numbers that show ways to make 8.

1.



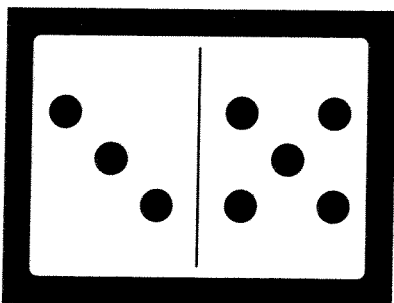
7 and 1

2.



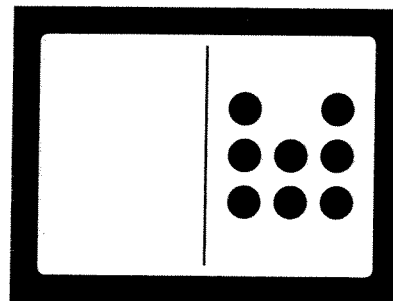
6 and 2

3.



3 and 5

4.



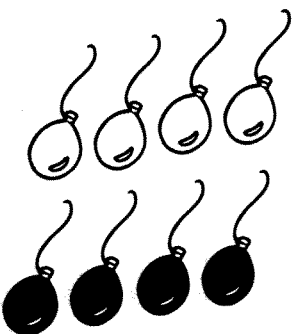
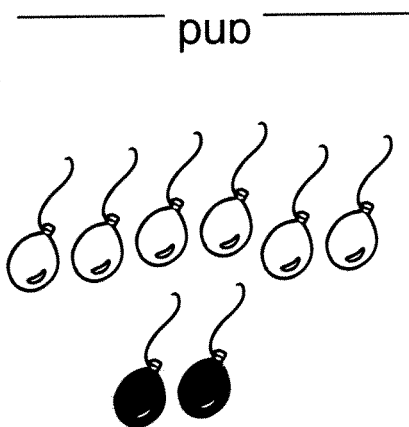
0 and 8

Making 8

Write the numbers to show parts of 8.

Name _____

Practice
3-2



Algebra

3. The whole is 8.
One part is 3.

The other part is _____.

- ☐ 3 ☐ 5
☐ 4 ☐ 8

4. The whole is 8.
One part is 1.

The other part is _____.

- ☐ 7 ☐ 5
☐ 6 ☐ 2

Journal

5. The whole is 8.

One part is 8.

What is the other part? _____

Tell how you know.

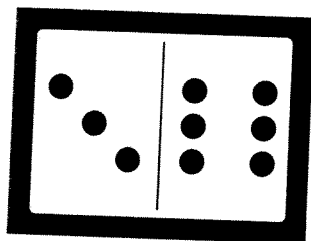
Name _____

Reteaching

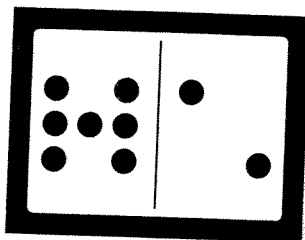
3-3

Making 9

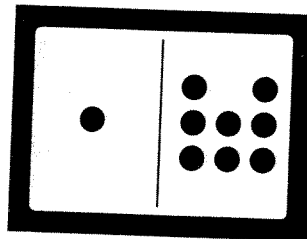
You can make 9 in different ways.



3 and 6



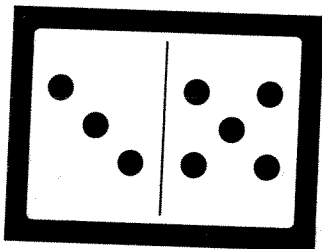
7 and 2



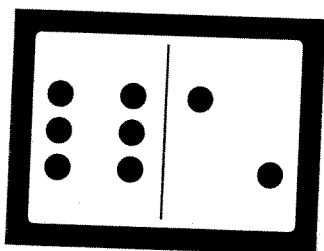
1 and 8

Write the numbers that show ways to make 8 and 9.

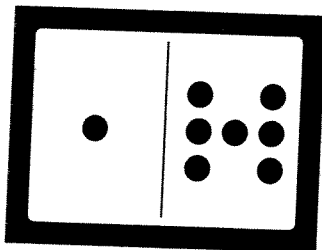
1.



3 and 5

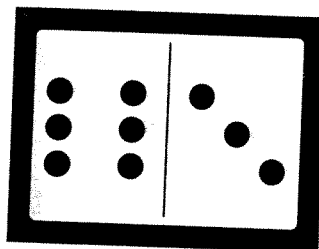


_____ and _____

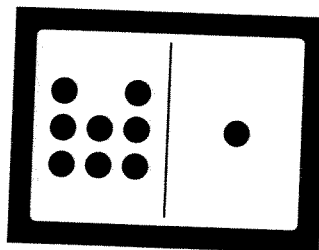


_____ and _____

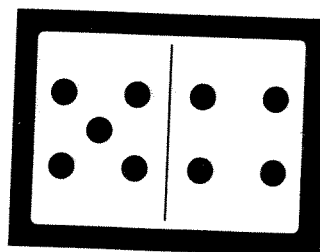
2.



_____ and _____



_____ and _____



_____ and _____

- ☐ 8 and 1
- ☐ 7 and 2

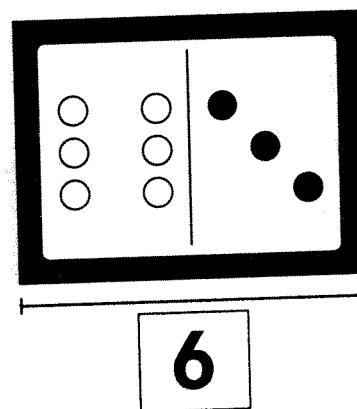
- ☐ 9 and 0
- ☐ 6 and 3



3. Which tells about the picture?

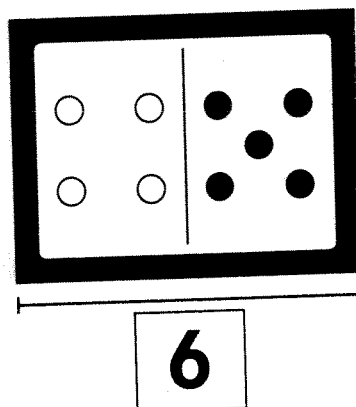
Visual Thinking

☐ _____ and ☒ _____



2.

☐ _____ and ☒ _____



1.

Write the numbers to show parts of 9.

Making 9

Name _____

Practice
3-3

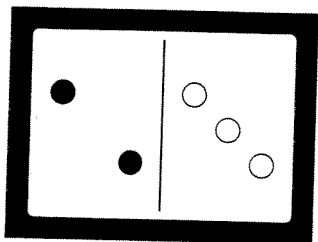
Name _____

Reteaching

3-4

Introducing Addition Number Sentences

Join the parts to make the whole.

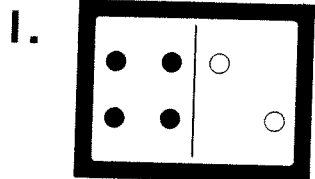


How many black counters? _____

How many white counters? _____

2 and 3 is 5 in all. 5 is the sum of 2 and 3.

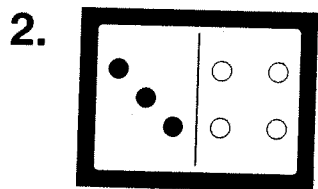
Add to find the sum. Use counters if you like.



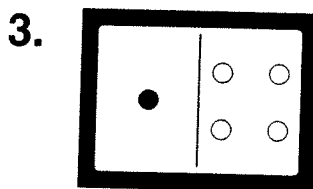
How many black counters? _____

How many white counters? _____

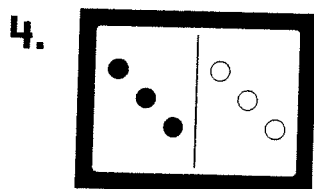
4 and 2 is 6 in all. 6 is the sum of 4 and 2.



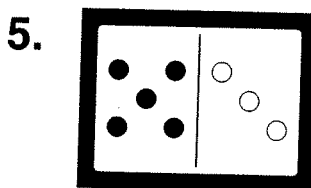
_____ and _____ is _____ in all.



_____ and _____ is _____ in all.



_____ and _____ is _____ in all.

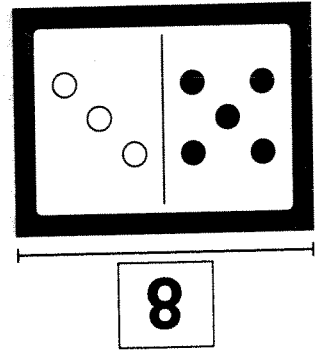


_____ and _____ is _____ in all.

Introducing Addition

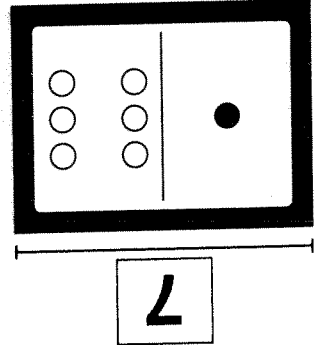
Use the picture. Write an addition sentence.

1.



_____ + _____ = _____

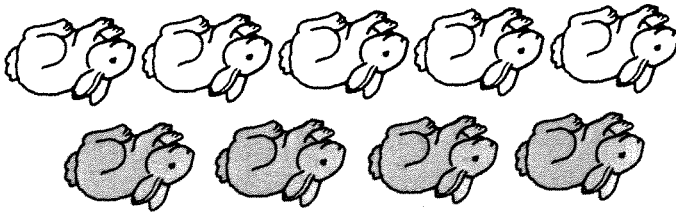
2.



_____ + _____ = _____

Visual Thinking

3. Which addition sentence goes with the question? Fill in the correct bubble.



There are 4 brown rabbits in the garden.
There are 5 white rabbits.
How many rabbits are there in all?

☐ $4 + 4 = 8$

☐ $4 + 5 = 9$

☐ $4 + 1 = 5$

☐ $2 + 7 = 9$

第二课

一、描一描

丶

乚

乚

二、写生字

日：丨 冂 日 日

日

月：丿 月 月 月

月

水：丨 ㇀ ㇀ 水

水

火：丶 丶 ㇏ 火

火

山：丨 𠂇 山

山

石：一 丿 丿 石 石

石

田：丨 冂 冂 田 田

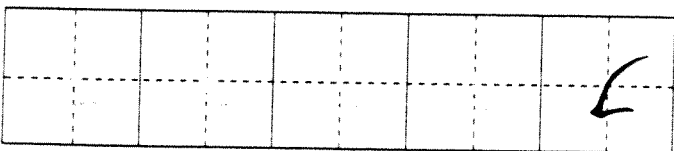
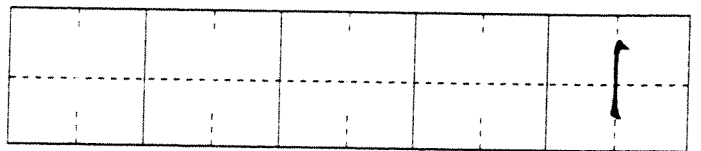
田

土：一 十 土

土

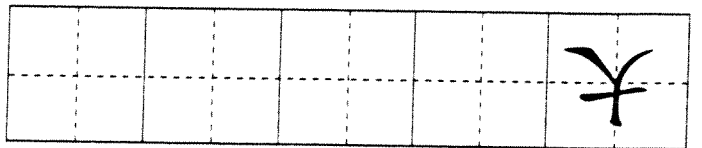
第三课

一、描一描

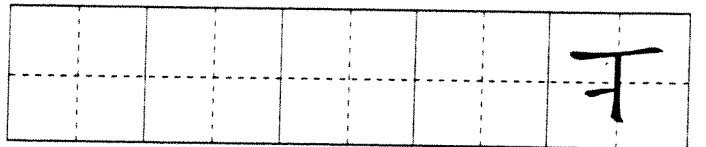


二、写生字

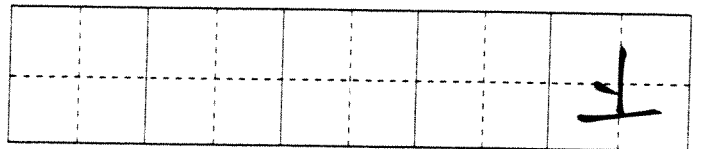
大：一 大



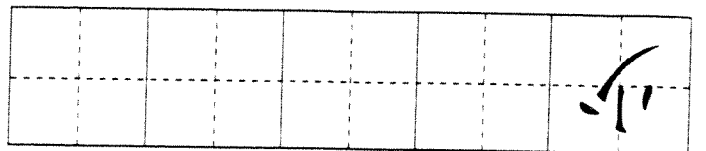
上：丨 上



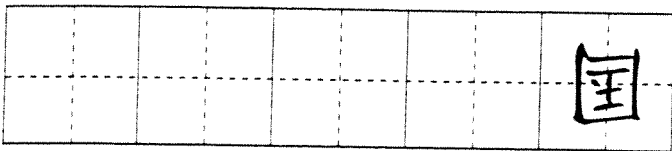
下：一 下



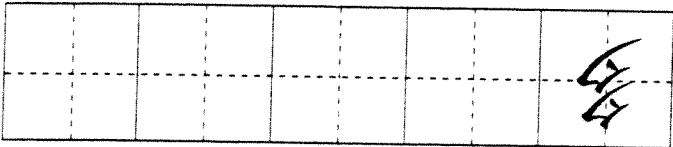
少：丨 少 少



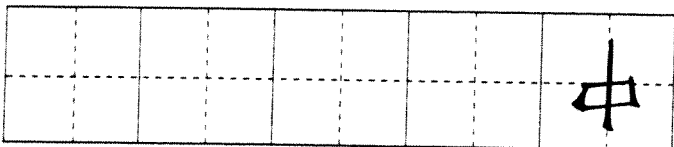
国：丨 口 国 国 国 国 国 国



多：丿 多 多 多 多 多



中：丨 口 中



小：丨 小 小

